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This study proposed (1) to clarify the image college teachers and teacher interns had of themselves and of each other and (2) to determine the importance each group gave to 20 characteristics associated with the role of college teaching. Each rated himself and male and female interns and staff members on the following 20 descriptions: friendly, scholarly, easy to know, ambitious, competent, interested in research, enthusiastic in class, open-minded, resourceful, authoritarian, sociable, liked by students, well informed, permissive, interested in teaching, progressive, respected, lenient in grading, sensitive to student needs, and interested in curriculum development. Methods of collecting, correlating, and evaluating the data are described. In comparing each group's self-rating with its rating by each of the other three groups, two consistent differences emerged: (1) each group (by its collective self-image) saw itself more interested in teaching than others did and (2) each group felt that each other group was better liked by students than it was itself. Tables show the importance of the characteristics as ranked by the regular staff, by first-year interns, and by all four groups. Competence, interest in teaching, knowledge of subject matter, and sensitivity to student needs generally ranked highest; sociability came last. Noteworthy irregularities in rating and the characteristics most often perceived differently are pointed out. (HH)

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COMPARISONS OF THE IMAGES OF TEACHER INTERNS AND SUPERVISING STAFF IN THE GENERAL COLLEGE

by

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Development of a college teaching internship program has been a major innovative effort in the General College for two years. Co-ordinated by a faculty committee, the program now involves between sixty and eighty interns and many senior staff members representing every division of the college as well as its student personnel office. This issue of the General College Studies presents the first report of what the co-ordinating committee intends to be sustained research into the effectiveness of the internship program in all of its aspects.

Harold Sartain was encouraged to undertake the project reported here when he was a member of a seminar in inter-cultural communication directed by Professor William S. Howell of the University of Minnesota Department of Speech, Communication, and Theatre Arts. Using the semantic differential technique, he outlines the "images" that teacher interns and regular faculty have of each other and of themselves. The result is a study unique in design and execution, and valuable alike as an interesting attempt to objectify subjective data as well as a pragmatic contribution to a larger evaluation scheme.

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Comparisons of the Images of Teacher Interns and Supervising Staff in the General College

Background and Purpose

Communication between people from different cultures is influenced by the communicators' stereotypes of the cultures. The stereotypes create sets of expectations about the attitudes and behaviors of members of the groups that structure the content and filter the meanings of messages transmitted between them. Inefficient communication between people from different cultures can result from inaccurate stereotyping of one group by another.

A similar sequence of interactions can be observed to operate in communication between people from different sub-cultures, and even in smaller groups within a sub-culture. It may operate, for example, between two sub-groups in the faculty of the General College, that is, between teacher interns and the regular instructional staff who supervise teacher interns. It seems likely that members of the two groups adjust communications with each other with the thought in mind that they are sending messages to and receiving messages from members of groups that have separate identities based not only on tenure and teaching assignments but on such characteristics associated with college teachers as scholarship, open-mindedness, and interest in research. The characteristics related to the role of college teaching that members of each group perceive in themselves and their colleagues, giving the groups an identity or "image", and each group's perception of the characteristics of the other affect the content, delivery, and interpretation of communications between them, especially those communications composed for a group audience and intended to be interpreted by that audience as representing the thoughts of a group sender. If, therefore, communication between the two groups of faculty is to be most effective, it should be structured in accordance with increasingly refined stereotypes of the groups. To facilitate communication, faculty supervisors need to know not only how they "see" interns, but also the image that interns have of themselves. Similarly, the interns need to know how regular faculty "picture" themselves as well as how the interns view them. Accordingly, the descrip-

tive study reported below was undertaken for the two-fold purpose of helping to make more explicit the image that each of the two groups has of itself and the other and to locate differences in the perception of each group by the other. A secondary purpose of the study was to determine the relative importance, to participants in the study, of twenty characteristics associated with the role of a college teacher.

Methodology

Collection of data

A semantic differential was constructed as the basis for assessing the degree to which participants in the study perceived the possession of selected traits by themselves and by others. The participants rated themselves and groups of other teachers on a set of twenty six-step interval scales, each representing degrees of possession of characteristics thought to be associated with college teachers. The twenty items, in the order of their appearance on the test, were friendly, scholarly, easy to know, ambitious, competent, interested in research, enthusiastic in class, open-minded, resourceful, authoritarian, sociable, liked by students, well informed, permissive, interested in teaching, progressive, respected, easy grader, sensitive to the needs of students, and interested in curriculum development. Each participant rated himself and members of each of the following four groups of teachers in the General College: male members of the regular instructional staff, female members of the regular instructional staff, male teacher interns, and female teacher interns. In addition to checking the scales, the participants indicated for each trait rated whether or not they thought it was an important one for them to judge themselves and others by.

Seventeen members of the regular instructional staff and thirty-eight teacher interns participated in the study. Selected from the regular staff were twelve male and five female instructors and professors who had supervised teacher interns during the year preceding the date of the beginning of the study. All of the first-year interns but one were included in the study. Selected as a sample of

second-year interns were seven male and four female interns representing all divisions of the college but one. The only division of the college not represented in the study was the Division of Family Studies, which has a very small number of teacher interns.

There was some variation in the manner of administering the perception test. Most interns received oral directions and checked their responses in the presence of the tester. Most members of the regular staff, who were given written directions, received and returned the test booklets through the office mail. Responses of all participants were anonymous; however, the booklets were marked to identify the participant's sex and division membership in addition to his status as a regular staff member or an intern. The tests were given between February 23 and March 1 of 1968.

Appendix A contains the general directions given to participants and two sample pages from the test.

Treatment of data

The responses of eight participants were excluded from the data analyzed. The booklets of four teacher interns were discarded because of incomplete or inappropriate checking of the scales. The responses of the four female, second-year interns were not used because of the small size of the sample and because a preliminary analysis of the responses of the male, second-year interns suggested, for reasons offered later in the report, that it would be unprofitable to analyze those of the female interns for the purpose intended. The results reported below are based on the responses of seventeen members of the regular instructional staff, twelve male and five female; twenty-three first-year teacher interns, twelve male and eleven female; and seven male, second-year interns. Most of the results are based on the data from the regular staff and the first-year interns.

Since the chief objective of the study was to identify and compare the perceptions of several groups of teachers, the data were gathered into the following classifications: male members of the regular instructional staff; female members of

the regular instructional staff; male, first-year teacher interns; female, first-year teacher interns; and male, second-year teacher interns. However, the process of arriving at those final groupings included comparing the responses of individuals within each of three divisions of the college and the responses of groups in different divisions for the purpose of determining whether or not the responses of any one group were adequately homogeneous to be treated together. First, the responses of the regular male staff within each of three divisions were compared. The comparisons revealed that staff within a single division were close in their checking of most traits. The responses of the male staff were then collected into two groups, each containing the data from three divisions, and compared, again revealing a high degree of similarity of ratings. It was observed that the pattern of similarities and differences in the scale ratings of staff members within a single division was very similar to the pattern which developed in the comparison of the ratings of the two halves of the male staff group. Observation of the frequency distributions of the ratings of all the male staff on each of the rating scales revealed a tendency toward group homogeneity and central tendency in the ratings of most items in the test. The scale items for which the ratings of the male staff were so widely distributed across the scales that no central tendencies were evident were usually the same items which accounted for wide differences in the ratings of staff within and between divisions. The same procedures for determining whether the ratings of groups of participants in the study could be treated together rather than separated according to divisional affiliations were repeated with the scale ratings of the first-year, male interns. That analysis supported again the conclusion that the data within the groups named in this study could be treated together rather than having to be separated into smaller categories. Furthermore, the criteria for establishing group homogeneity described below served to prevent the comparing of group responses to the items for which the differences in the ratings within and between divisions were the greatest.

Since the data in this study were not submitted to sophisticated statistical

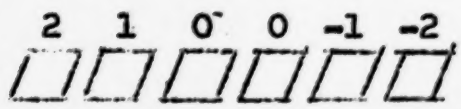
analyses and tests, an arbitrary, though consistent and conservative, procedure was followed for judging the homogeneity and central tendency of group responses. The procedure required that, for the responses of individuals in a group to be treated together as one group rating, at least sixty percent of the responses had to fall within two adjacent intervals on a scale of the semantic differential, and at least eighty percent of the responses had to fall within three adjacent intervals. In cases, for example, in which there were twelve responses on a scale, eight of them had to fall within two adjacent intervals, and ten within three adjacent intervals. The minimum standards varied somewhat with the size of the groups, and the criteria for judging the homogeneity and central tendency of responses for groups of all the sizes occurring in this study are shown in Table 1. No comparisons between the ratings of any two groups were made unless the ratings of both groups met the standards given in Table 1.

Table 1

Criteria for Judging the Homogeneity and Central Tendency of Group Ratings on the Scales of the Semantic Differential

No of R's	No. in 2 adjacent intervals	% in 2 adjacent intervals	No. in 3 adjacent intervals	% in 3 adjacent intervals
4	3	75	4	100
5	3	60	4	80
7	5	71	6	86
9	6	67	8	89
10	6	60	8	80
11	7	64	9	82
12	8	67	10	83

To facilitate the analysis and manipulation of groups responses, numbers were assigned to the steps of the scales as follows:



Then, the responses on each scale of the text meeting the criteria for group homogeneity were averaged for each of the test groups.

Results

Responses on the scales of the semantic differential provided the following information with respect to the characteristics related to college teaching and college teachers that the four main groups of teachers participating in this study perceived in themselves and in each other. The first sentence in each report below of a group's perception of itself or another group lists the characteristics which were perceived to be possessed in a great degree; that is, the ratings of those characteristics grouped near the left end of the ratings scales. Thus, one group viewed itself or another as being very friendly, interested in teaching, and so forth. The second sentence reports the perceptions of characteristics thought to be possessed in a lesser, though postive, degree; that is, ratings grouped between the left end and the center of the scales. Thus, one group viewed another as being friendly, interested in teaching, and so forth. The third statement on one group's perception of the characteristics of itself or another lists the items for which ratings grouped in the middle intervals of the scales. Thus, one group saw another as being between friendly and not friendly.

The group of twelve male members of the regular instructional staff collectively viewed themselves as being very friendly, enthusiastic in class, open-minded, resourceful, ambitious, well informed, interested in teaching, progressive, and interested in curriculum development. They also perceived themselves to be easy to know, competent, sociable, liked by students, respected, and sensitive to the needs of students. The female members of the regular instructional staff saw the male staff as being very friendly, ambitious, competent, resourceful, respected, and interested in curriculum development. They also thought the male staff to be scholarly, easy to know, interested in research, open-minded, sociable, liked by students, and progressive. They viewed the male staff as being between permissive and not permissive, easy graders and not easy graders, and sensitive to the needs of students and not sensitive to the needs of students. The first-year, male teacher interns saw the regular male staff as being very friendly. The interns

also thought them to be easy to know, ambitious, competent, enthusiastic in class, open-minded, resourceful, sociable, liked by students, well informed, interested in teaching, progressive, respected, and sensitive to the needs of students. They perceived the male staff as being between authoritarian and not authoritarian, permissive and not permissive, and easy graders and not easy graders. The group of female, first-year interns looked upon the male staff as being very friendly, liked by students, interested in teaching, respected, and sensitive to the needs of students. The female interns also saw the male staff as being easy to know, ambitious, competent, enthusiastic in class, open-minded, resourceful, sociable, well informed, progressive, and interested in curriculum development. They perceived the male staff to be between scholarly and not scholarly, interested in research and not interested in research, permissive and not permissive, and easy graders and not easy graders.

The five female members of the regular instructional staff saw themselves as very friendly, interested in teaching, and interested in curriculum development. They also viewed themselves as being scholarly, ambitious, open-minded, resourceful, well informed, progressive, and sensitive to the needs of students. They perceived themselves to be between sociable and not sociable, liked by students and not liked by students, respected and not respected, and easy graders and not easy graders. They tended to think of themselves as not interested in research and not permissive. Male members of the regular instructional staff thought the female staff to be very interested in teaching. They also viewed the female staff as being friendly, easy to know, competent, enthusiastic in class, sociable, liked by students, well informed, respected, and interested in curriculum development. The male staff saw the female staff as being between scholarly and not scholarly, and ambitious and not ambitious. They tended to see the female staff as not interested in research. The first-year, male teacher interns looked upon the female staff as being very interested in teaching. They also saw the female staff as being friendly, easy to know, ambitious, competent, resourceful, sociable, liked

by students, well informed, and sensitive to the needs of students. They viewed the female staff as being between scholarly and not scholarly, open-minded and not open-minded, and easy graders and not easy graders. The first-year, female teacher interns thought the regular female staff to be very interested in teaching and sensitive the needs of students. The interns also viewed the staff as being ambitious, competent, enthusiastic in class, resourceful, sociable, liked by students, and well informed. They saw the female staff as being between permissive and not permissive, and progressive and not progressive.

The twelve first-year, male interns thought themselves to be very friendly, enthusiastic in class, open-minded, sociable, and interested in teaching. They also perceived themselves to be scholarly, competent, resourceful, liked by students, well informed, progressive, respected, and sensitive to the needs of students. The regular male staff viewed the male interns as being very friendly, ambitious, and competent. They perceived the interns to be scholarly, easy to know, enthusiastic in class, open-minded, sociable, liked by students, well informed, interested in teaching, progressive, and respected. The male staff saw the male interns as being between authoritarian and not authoritarian, and easy graders and not easy graders. The regular female staff viewed the male interns as being very ambitious and resourceful. They also thought the interns to be friendly, scholarly, easy to know, authoritarian, liked by students, well informed, interested in teaching, and progressive. The female staff looked upon the interns as being between open-minded and not open-minded, interested in research and not interested in research, sociable and not sociable, permissive and not permissive, and respected and not respected. The first-year, female interns saw the male interns as being very friendly, well informed, and interested in teaching. They also perceived the male interns to be scholarly, easy to know, ambitious, competent, interested in research, enthusiastic in class, resourceful, sociable, liked by students, progressive, respected, sensitive to the needs of students, and interested in curriculum development. The female interns thought the male interns were between permissive and not permissive, and

easy graders and not easy graders.

The eleven first-year, female teacher interns thought themselves to be very open-minded, interested in teaching, and progressive. They also perceived themselves to be friendly, scholarly, competent, enthusiastic in class, resourceful, liked by students, well informed, respected, sensitive to the needs of students, and interested in curriculum development. They viewed themselves as being between ambitious and not ambitious, and easy graders and not easy graders. The regular male staff viewed the female interns as being very friendly and competent. They also saw the interns as being scholarly, easy to know, enthusiastic in class, open-minded, resourceful, sociable, liked by students, well informed, interested in teaching, and respected. The male staff perceived the female interns to be between progressive and not progressive, and interested in research and not interested in research. The regular female staff saw the female interns as being very friendly, enthusiastic in class, resourceful, and interested in teaching. They also thought the female interns to be scholarly, ambitious, competent, open-minded, liked by students, well informed, progressive, respected, and sensitive to the needs of students. The female staff perceived the female interns to be between permissive and not permissive. The male interns viewed the female interns as being very friendly, easy to know, interested in teaching, and sensitive to the needs of students. They also looked upon the female interns as being scholarly, ambitious, competent, enthusiastic in class, open-minded, resourceful, sociable, liked by students, well informed, progressive, and respected. They perceived the female interns as being between easy graders and not easy graders.

The foregoing information identifies components in the professional image of each of the four groups as they are perceived by members within each group and by members of each of the other groups. More important to the purpose of this study, however, is an analysis of the extent of the differences in the perceptions apparent from the information above. Further analysis also reveals differences in the degree to which groups perceive the possession of some traits that are not apparent in

the general information above. Appendix B contains comparisons of group ratings on the semantic differentials which show the magnitudes of the differences between the perceptions of the groups.

Listed on each page of comparisons, following the names of the comparison groups, are the scale items for which the ratings of the groups were compared. The two columns of numbers to the left of each list indicate the approximate position on the interval scale of the majority of the responses in each group on each of the items compared. The following procedure was used to assign the numbers. Beginning on the left-hand side of a scale, if most of the responses for a group fell in the first two intervals, the number <u>one</u> was assigned to represent the group response; if most of the responses fell in the second and third intervals, <u>two</u> was assigned; if most fell in the third and fourth intervals, <u>four</u>; fifth and sixth, <u>five</u>. The numbers were assigned simply to provide the reader with a means of visualizing the approximate location of a group's scale ratings.

The <u>interval index</u> is the difference in the mean ratings of each of the two groups on a single item. If one were to view side by side the frequency distributions of the scale responses by two homogeneous groups on the same item, one would immediately see a difference in the group ratings if their interval index were .20. The interval indices increase in size as the distances between the central tendencies of group ratings increase; the larger the interval index, the greater the difference between the perceptions of the groups.

The percentages in the column to the right of the interval indices represent the number of participants in each group who thought the item was important.

By way of illustration, the first comparison on each side of page 28 should be read as follows: Regular male staff view themselves as more open-minded (.88) than regular female staff view them. Female staff see male staff as being more respected (.82) than male staff see themselves as being.

Some consistent differences developed in the ratings of each group by itself and by the other three groups. Comparing the collective self-image of the regular male staff with ratings of them by the other three groups, it was evident that the male staff viewed themselves as being more open-minded, interested in teaching, enthusiastic in class, resourceful, and well informed than any of the other three groups perceived them to be. On the other hand, the other three groups thought the male staff to be more respected, sociable, and liked by the students than the male staff thought themselves to be. The regular female staff viewed themselves as being more ambitious and interested in teaching than the other groups thought them to be. However, the three other groups saw the female staff as being more sociable and liked by students than they saw themselves. While the first-year, male interns looked upon themselves as being more interested in teaching, sociable, friendly, and progressive than the three other groups saw them as being, the other groups thought the male interns to be more scholarly than they thought themselves to be. The first-year, female interns saw themselves as more scholarly, open-minded, interested in teaching, and progressive than the other groups saw them. However, the others perceived the female interns to be more competent, resourceful, friendly, and liked by students than the female interns perceived themselves to be.

In comparing the ratings of each group of itself with the ratings of it by each of the other three groups, two consistent differences developed. Each of the groups, in their collective self-image, perceived themselves (with a single exception, caused by a lack of homogeneity; therefore, the absence of a comparison) to be more interested in teaching than they were perceived by other groups to be. On the other hand, each group perceived each other group, with one exception (one comparison out of twelve), to be more liked by students than each group perceived themselves to be.

The frequencies with which scale items were checked "important" or "unimportant"

by groups in this study provided a means for comparing the relative importance of the characteristics for judging college teachers in the study. They also provided bases of comparisons between groups in this study. Table 2 shows the scale items in the order of their importance as determined by the frequency with which each was checked "important" by male and female members of the regular instructional staff. Table 3 lists the items in their order of importance as determined by the frequency with which each was checked "important" by male and female, first-year teacher interns. Table 4 lists the items in their average order of importance for all four groups and provides, for comparison, the rank order numbers of the items in ratings of each of the four groups.

Table 2

Rank Order Distributions of Importance Ratings by Regular Instructional Staff

Females					Males
Characteristic	Freq. (Poss. 23)	Rank	Rank	Freq. (Poss. 59)	Characteristic
well informed	23	1	1	59	well informed
competent	23	1	2	58	competent
enthusiastic in class	23	1	2	58	enthusiastic in class
interested in teaching	23	1	2	58	interested in teaching
open-minded	23	1	5	57	open-minded
resourceful	23	1	6	56	resourceful
sensitive to the needs of students	23	1	7	55	sensitive to the needs of students
interested in curriculum development	23	1	8	53	interested in curriculum development
scholarly	21	9	8	53	scholarly
ambitious	19	10	10	52	interested in research
interested in research	19	10	10	52	permissive
respected	19	10	12	48	respected
friendly	18	13	13	47	friendly
progressive	18	13	14	45	authoritarian
permissive	13	15	15	44	progressive
liked by students	12	16	16	43	liked by students
easy grader	10	17	17	41	easy grader
authoritarian	9	18	18	39	ambitious
easy to know	8	19	19	38	easy to know
sociable	8	19	20	36	sociable

Table 3

Rank Order Distributions of Importance Ratings
by First-Year Teacher Interns

Females			Males		
Characteristic	Freq. (Poss. 49)	Rank	Rank	Freq. (Poss. 58)	Characteristic
sensitive to the needs of students	49	1	1	57	sensitive to the needs of students
well informed	49	1	2	56	well informed
open-minded	49	1	2	56	interested in teaching
competent	48	4	2	56	competent
respected	48	4	5	54	open-minded
enthusiastic in class	46	6	6	53	enthusiastic in class
resourceful	45	7	7	49	resourceful
interested in teaching	45	7	8	46	friendly
interested in curriculum development	40	9	8	46	ambitious
progressive	38	10	10	39	progressive
scholarly	37	11	11	38	scholarly
friendly	37	11	12	36	liked by students
liked by students	34	13	13	33	permissive
authoritarian	29	14	14	32	easy to know
ambitious	25	15	15	31	interested in curriculum development
easy to know	23	16	16	29	authoriatarian
interested in research	23	16	16	29	interested in research
permissive	19	18	18	27	sociable
easy grader	19	18	19	16	easy grader
sociable	15	20	20	13	respected

Table 4

Summary of Rank Order Distributions of Importance Ratings by Male and Female Regular Staff and Male and Female, First-Year Teacher Interns

Characteristic	Ave. Rank	Rank by MS	Rank by FS	Rank by MI	Rank by FI
well informed	1	1	1	2	1
competent	2	2	1	2	4
sensitive to the needs of students	3	7	1	1	1
interested in teaching	4	2	1	2	7
open-minded	4	5	1	5	1
enthusiastic in class	6	2	1	6	6
resourceful	7	6	1	7	7
interested in curriculum development	8	8	1	15	9
scholarly	9	8	9	11	11
friendly	10	13	13	8	11
respected	11	12	10	20	4
progressive	12	10	10	15	13
ambitious	13	18	10	8	15
interested in research	14	10	10	16	16
permissive	15	10	15	13	18
liked by students	16	16	16	12	13
authoritarian	17	14	18	16	14
easy to know	18	19	19	14	16
easy graders	19	17	17	19	18
sociable	20	20	19	18	20

Tables 2, 3, and 4 reveal a high degree of comparability among the group ratings of the importance of the items in the test. Noteworthy irregularities in the overall pattern of similarity are the low ratings of interested in curriculum development and respected and the relatively high rating of ambitious by the male teacher interns; the relatively high rating of respected by female teacher interns; the difference between the male staff and the male interns in their ratings of ambitious; and the difference between regular staff and teacher interns in their ratings of interested in research.

The results of the study reported thus far were analyzed to find out whether or not relationships developed among the scale items for which group ratings achieved homogeneity, the kinds and degrees of differences revealed by the comparisons of group perceptions, and the importance ratings given the test items by groups in the study. The first step in searching for relationships among those three main sets of data in the study was to tabulate the number of times that group ratings met the standard of homogeneity for each item on the test. Table 5 lists the items in order of the number of times, out of a possible sixteen, that group responses to them were judged to be homogeneous.

Table 5

Number of Times Group Ratings of Each Characteristic Were Homogeneous

Item	Number (Poss. 16)	Item	Number (Poss. 16)
liked by students	16	ambitious	13
well informed	16	open-minded	13
friendly	15	enthusiastic in class	12
interested in teaching	15	sensitive. . . students	12
progressive	14	easy to know	11
competent	14	easy graders	9
resourceful	14	permissive	8
sociable	14	int. in curric. dev.	8
respected	14	interested in research	7
scholarly	13	authoritarian	3

While several of the characteristics for which group ratings achieved homogeneity relatively few times were low on the list of items ordered by importance ratings (Table 4), the opposite situation also existed for some other characteristics. The visual comparison did not suggest a correlation between the importance of a characteristic to a group and the likelihood that members of a group would agree in their perception of that characteristic in others.

The next step in the analysis involved investigating the question of whether or not the number and degree of differences in perceptions among the groups were related in a consistent way to the importance ratings of the characteristics. Table 6 provides a visual comparison of the following information: the scale items ranked in order of average importance; the numbers of the items when they were ranked according to the number of times group responses to them differed (the self-image ratings compared to the ratings of a group by each of the other three groups); the frequency with which differences in group ratings occurred for each item (a reflection of the number of times that group responses to the items achieved homogeneity); and the number of times the difference (interval index) between group ratings of each item was between .25 and .49, between .50 and .74, and above .75.

Table 6

Number and Degree of Differences Between the Ratings of Each Group of Itself and by Each of the Three Other Groups

Item	Ave. imp. rtng.	Rank by no. of diff. between rtngs. of groups	No. of diff. (poss. 12)	Diff. bet. .25-.49	Diff. bet. .50-.74	Diff. .75+
well informed	1	2	11	1		
competent	2	12	7	2		
sensitive. . . students	3	10	8	1		
int. in teaching	4	2	11	2	2	1
open-minded	4	6	9	3	2	1
enthusiastic. . .	6	12	7	2	1	1
resourceful	7	4	10	1	1	1
int. curric. dev.	8	15	4	1		
scholarly	9	10	8			
friendly	10	6	9			
respected	11	6	9	3	2	1
progressive	12	4	10	3	3	2
ambitious	13	12	7			
int. in research	14	18	1			
permissive	15	18	1			
liked by students	16	1	12	1	1	
authoritarian	17	20	0			
easy to know	18	15	4	2		
easy grader	19	17	2			
sociable	20	6	9			

The numbers in Table 6 appear to lend some support to the idea that a positive relationship developed between the number and magnitude of differences in group ratings of an item and the relative importance of the item. However, the pattern of numbers in the table may also be explained as follows: since responses to the more important items tended to achieve group homogeneity more often than responses to the less important items, more comparisons between group ratings were possible,

creating the possibility that more differences between groups would occur, increasing the possibility for greater differences in degree to occur. Furthermore, it appears likely that a sophisticated test of correlation of the sets of numbers in Table 6 would indicate little or no relationship between the importance ratings of the items and the number and magnitude of differences between group ratings of the items.

The figures in Table 6 indicate which characteristics were most often perceived differently and the extent of the differences in the perceptions among groups. The characteristics for which differences in the perceptions among groups were greatest in terms of number were liked by students, well informed, interested in teaching, resourceful, and progressive. Those for which the differences among group ratings were greatest in terms of degree were progressive, respected, interested in teaching, open-minded, enthusiastic in class, resourceful, and liked by students.

The finding reported earlier that each group thought themselves to be more interested in teaching than they perceived any other group to be and that each thought every other group was more liked by students than themselves suggested another question for investigation. When two groups perceived differences between them about the degree of their possession of characteristics, were the importance ratings of the characteristics related consistently to the comparisons' favoring one group or the other? The self-image ratings of each group were compared with their ratings of each of the other three groups, and Table 7 was constructed to provide a visual comparison of the frequencies with which each group perceived that it or one of the other groups possessed the more important characteristics to a greater degree. The tabulations were made for differences that were considered to be rather clear, that is, for comparisons yielding an interval index of .20 or above.

Table 7

Frequency Tabulation of the Times that a Comparison Yielding an Interval Index of .20 or Above on Each of the Characteristics Listed in the Order of Their Average Importance Favored the Self-Image Group or the Other Group in a Comparison

Item (in order of ave. imp.)	Comparison favored the collective self-image	Comparison favored the other group
well informed	xxx	
competent	xx	xx
sensitive. . . students	xxxx	x
interested in teaching	xxxxxxxxx	
open-minded	xxxxxxxxx	
enthusiastic. . .	xxx	x
resourceful	xxxx	xxx
int. curric. dev.	xx	
scholarly	xxx	xxx
friendly	xxx	xxxx
respected	xx	xxxxxx
progressive	xxxxxxx	x
ambitious	x	xx
interested in research		x
permissive		x
liked by students	x	xxxxxx
authoritarian		
easy to know	xx	
easy graders		x
sociable	xxx	xxxx

For seven of the ten most important characteristics, the comparisons favor the collective self-image; for seven of the ten least important items, the comparisons favor the other group. While not so clear in the bottom half of the table as in the top half, the tabulations lend substantial support to the idea that there was a tendency among participants in this study to see themselves as

possessing the more important characteristics to a greater degree than they perceived those characteristics in others, while, on the other hand, the characteristics perceived by the participants to be possessed in a greater degree by other teachers than by themselves tended to be rated lower in importance.

For the purpose of evaluating the semantic differential and the manner of its use in this study as a potential technique for evaluating some dimensions of the college teaching internship program, some comparisons were made between ratings of regular male staff, first-year, male interns, and second-year male interns. It was hypothesized that, for various reasons, there would be more similarity between the ratings of the regular staff and the second-year interns than between the ratings of the regular staff and the first-year interns. The hypothesis was tested first by comparing the average mean responses of each of the three groups on the rating scales for I think I am, male members of the regular instructional staff, and female members of the regular instructional staff. The hypothesis was supported by one comparison, but it was not supported by the other two; further tests were thought to be unnecessary.

Conclusions

The results of this study seem to support several conclusions.

(1) The willingness of the participants in the study to check frequently the intervals near the ends of the scales (to not overuse the two middle steps) of the semantic differential and the frequency with which responses to most scales were homogeneous for groups suggest that most of the characteristics chosen for the semantic differential were perceived by the participants to be components of the images of teachers in the General College.

(2) The frequency with which responses to most scales on the semantic differential were homogeneous for groups, the frequency with which clearly noticeable differences between the ratings of groups occurred, and the number of consistent differences in the perceptions among groups suggest that the teachers in the study can be classified, on the basis of their perceptions of various

characteristics in themselves and in other teachers in the college, into four sub-groups: regular male staff, regular female staff, first-year, male teacher interns, and first-year, female teacher interns.

(3) The pages of comparisons between the perceptions of each group with each of the other three main groups in the study suggest that, while there is considerable agreement between groups in their perceptions of each other's possession of many characteristics in the test, there are potential sources of misunderstandings in communication between the groups in the differences in their perceptions, some of the differences occurring between only two groups, others existing across groups.

(4) The ratings of the importance of the characteristics in the test as items to be judged by show, with a few noteworthy exceptions, considerable comparability among the groups in the study; and the ratings may provide a rough idea of what the participants in the study believe to be the relative importance of the characteristics to college teachers.

(5) Some of the magnitude of the differences in perceptions among groups in this study may have been caused in part by a tendency of the participants to perceive themselves as possessing the more important characteristics to a greater degree than they perceived those characteristics in other teachers in the college.

(6) That the overall professional image that teachers in the General College present to each other is favorable is suggested by the consistency with which the participants in this study rated groups of teachers in the college on the positive sides of the item scales.

APPENDIX A

APPENDIX A

GENERAL DIRECTIONS

1. Please do not look beyond this page until you are ready to mark your responses to the items in the inventory.

2. Read the directions at the top of each page before marking your responses.

3. Complete the inventory rather rapidly, allowing only one or two minutes per page.

4. Please respond to <u>all</u> items on <u>every</u> page.

5. Look neither forward to pages before you are ready to mark them nor back at pages you have completed. Do not change any of your answers.

6. Please do not discuss any items with other persons while you are engaged in writing your responses.

7. Your responses on this inventory will remain completely anonymous. Your name appears on the return envelope as a means of informing us that you have completed and returned the inventory.

8. We hope that you can find time to complete and return the inventory by Wednesday, February 28.

THANK YOU

Each item below represents a characteristic that could be used to describe a college teacher. For each item, write an X or a check ✓ in the box on the scale to represent yourself. Then, in the column to the right, indicate whether or not you think the item is important for you to judge yourself by.

I think I am								This item is: Imp	This item is: Not Imp
friendly							not friendly		
scholarly							not scholarly		
easy to know							not easy to know		
ambitious							not ambitious		
competent							not competent		
interested in research							not interested in research		
enthusiastic in class							not enthusiastic in class		
open-minded							not open-minded		
resourceful							not resourceful		
authoritarian							not authoritarian		
sociable							not sociable		
liked by students							not liked by students		
well informed							not well informed		
permissive							not permissive		
interested in teaching							not interested in teaching		
progressive							not progressive		
respected							not respected		
an easy grader							not an easy grader		
sensitive to the needs of students							not sensitive to the needs of students		
interested in curriculum development							not interested in curriculum development		

Each item below represents a characteristic that could be used to describe a college teacher. For each item, write an X or a check ✓ in the box on the scale to represent female members of the regular instructional staff of the General College. Then, in the column to the right, indicate whether or not you think the item is important for those staff members to be judged by.

Female members of the regular instructional staff of the General College are:								This item is: Imp	This item is: Not Imp
friendly	☐	☐	☐	☐	☐	☐	not friendly		
scholarly	☐	☐	☐	☐	☐	☐	not scholarly		
easy to know	☐	☐	☐	☐	☐	☐	not easy to know		
ambitious	☐	☐	☐	☐	☐	☐	not ambitious		
competent	☐	☐	☐	☐	☐	☐	not competent		
interested in research	☐	☐	☐	☐	☐	☐	not interested in research		
enthusiastic in class	☐	☐	☐	☐	☐	☐	not enthusiastic in class		
open-minded	☐	☐	☐	☐	☐	☐	not open-minded		
resourceful	☐	☐	☐	☐	☐	☐	not resourceful		
authoritarian	☐	☐	☐	☐	☐	☐	not authoritarian		
sociable	☐	☐	☐	☐	☐	☐	not sociable		
liked by students	☐	☐	☐	☐	☐	☐	not liked by students		
well informed	☐	☐	☐	☐	☐	☐	not well informed		
permissive	☐	☐	☐	☐	☐	☐	not permissive		
interested in teaching	☐	☐	☐	☐	☐	☐	not interested in teaching		
progressive	☐	☐	☐	☐	☐	☐	not progressive		
respected	☐	☐	☐	☐	☐	☐	not respected		
easy grader	☐	☐	☐	☐	☐	☐	not easy graders		
sensitive to the needs of students	☐	☐	☐	☐	☐	☐	not sensitive to the needs of students		
interested in curriculum development	☐	☐	☐	☐	☐	☐	not interested in curriculum development		

APPENDIX B

Comparison: Self-images of regular male staff with ratings of regular male staff by regular female staff

Group ratings of items compared:

M	F	Item
1	1	friendly
2	2	easy to know
1	1	ambitious
1-2	1	competent
1	2	open-minded
1	1	resourceful
2	2	sociable
2	2	liked by students
1	2	progressive
2	1	respected
2	3	sensitive to the needs of students
1	1	interested in curriculum development

M signifies regular male staff

F signifies ratings of male staff by female staff

Number of participants:

M - 12
F - 5

Male staff view selves as more	Interval index	Importance rating (%)	Female staff view male staff as more	Interval index	Importance rating (%)
open-minded	.88	F-80 M-67	respected	.82	F-100 M-92
progressive	.65	F-80 M-64	competent	.48	F-100 M-92
easy to know	.43	F-80 M-67	friendly	.23	F-80 M-33
sensitive to the needs of students	.23	F-100 M-91	sociable	.22	F-20 M-67
			resourceful	.18	F-100 M-83
interested in curriculum development	.02	F-100 M-92			
			well informed	.12	F-100 M-100
			liked by students	.10	F-50 M-58

Comparison: Self-images of regular male staff with ratings of regular male staff by first-year, male interns

Group ratings of items compared:

S	I	Item
2	2	easy to know
1-2	2	competent
1	2	enthusiastic in class
1	2	open-minded
1	2	resourceful
2	2	sociable
2	2	liked by students
1	2	well informed
1	2	interested in teaching
1	2	progressive
2	2	respected
2	2	sensitive to the needs of students

S signifies male staff

I signifies male interns

Number of participants:

S - 12
I - 12

Male staff view selves as more	Interval index	Importance ratings (%)	Male interns view staff as more	Interval index	Importance ratings (%)
resourceful	1.09	I-92 S-83	respected	.34	I-75 S-92
interested in teaching	.92	I-100 S-100	sociable	.09	I-50 S-67
enthusiastic in class	.83	I-100 S-100	liked by students	.08	I-58 S-58
progressive	.67	I-67 S-64			
open-minded	.58	I-83 S-83			
easy to know	.33	I-58 S-67			
sensitive to the needs of students	.33	I-92 S-91			
well informed	.25	I-100 S-100			
competent	.17	I-100 S-92			

No difference: friendly

Comparison: Self-images of regular male staff with ratings of regular male staff by first-year, female interns

Group ratings of items compared:

S	I	Item
1	1	friendly
2	1-2	easy to know
1	2	ambitious
1-2	2	competent
1	2	enthusiastic in class
1	2	open-minded
1	2	resourceful
2	2	sociable
2	1	liked by students
1	1-2	well informed
1	1	interested in teaching
1	2	progressive
2	1	respected
2	1	sensitive to the needs of students
1	1-2	interested in curriculum development

S signifies male staff

I signifies ratings of male staff by female interns

Number of participants:

S - 12
I - 10

Male staff view selves as more	Interval index	Importance ratings (%)	Female interns view male staff as more	Interval index	Importance ratings (%)
progressive	.75	S-64 I-80	respected	.72	S-92 I-100
interested in teaching	.64	S-100 I-90	liked by students	.50	S-58 I-70
enthusiastic in class	.45	S-100 I-100	easy to know	.07	S-67 I-40
competent	.42	S-92 I-100	sensitive to the needs of students	.07	S-91 I-100
interested in curriculum development	.42	S-92 I-90	sociable	.02	S-67 I-20
open-minded	.38	S-83 I-100			
well informed	.18	S-100 I-100			
resourceful	.12	S-83 I-100			
friendly	.07	S-80 I-73			

Comparison: Self-images of regular male staff with ratings of regular male staff by regular male staff

Group ratings of items compared:

S	O	Item
1	1	friendly
2	1	easy to know
1-2	2	competent
1	2	enthusiastic in class
1	2	open-minded
1	2	resourceful
2	2	sociable
2	2	liked by students
1	2	well informed
1	1	interested in teaching
2	2	respected
2	2	sensitive to the needs of students
1	2	interested in curriculum development

S signifies male staff

O signifies male staff ratings of other male staff

Number of participants:

S - 12
O - 12

Male staff view selves as more	Interval index	Importance ratings (%)	Male staff view other male staff as more	Interval index	Importance ratings (%)
interested in curriculum development	.84	S-92 O-100	easy to know	.37	S-67 O-58
enthusiastic in class	.58	S-100 O-100	liked by students	.33	S-58 O-75
interested in teaching	.50	S-100 O-100	friendly	.30	S-83 O-83
resourceful	.47	S-83 O-100	sociable	.17	S-67 O-67
open-minded	.33	S-83 O-100	respected	.09	S-92 O-83
well informed	.25	S-100 O-100			
sensitive to the needs of students	.25	S-91 O-100			

No difference: competent

Comparison: Self-images of regular female staff with ratings of female staff by regular male staff

Group ratings of items compared:

F	M	Item
1	2	friendly
2	3	scholarly
2	3	ambitious
4	3-4	interested in research
3	2	sociable
3	2	liked by students
2	1-2	well informed
1	1	interested in teaching
3	2	respected
1	2	interested in curriculum development

F signifies female staff

M signifies male staff ratings of female staff

Number of participants:

F- 5
M-12

Female staff view selves as more	Interval index	Importance ratings (%)	Male staff view female staff as more	Interval index	Importance ratings (%)
scholarly	.52	F-80 M-75	respected	1.00	F-80 M-75
interested in teaching	.50	F-100 M-100	liked by students	.83	F-50 M-75
friendly	.25	F-80 M-75	sociable	.58	F-20 M-58
ambitious	.07	F-60 M-58	interested in research	.20	F-100 M-92
interested in curriculum development	.02	F-100 M-92	well informed	.12	F-100 M-100

Comparison: Self-images of regular female staff with ratings of female staff by first-year, male interns

Group ratings of items compared:

S	I	Item
1	2	friendly
2	2-3	scholarly
2	2	ambitious
2	3	open-minded
2	2	resourceful
3	2	sociable
3	2	liked by students
2	2	well informed
1	1	interested in teaching
3	3	easy graders
2	1-2	sensitive to the needs of students

S signifies female staff

I signifies male interns ratings of female staff

Number of participants:

S - 5
I - 10

Female staff view selves as more	Interval index	Importance ratings (%)	Male interns view female staff as more	Interval index	Importance ratings (%)
open-minded	.60	S-100 I-100	easy graders	.80	S-60 I-40
resourceful	.60	S-100 I-80	liked by students	.60	S-50 I-60
interested in teaching	.60	S-100 I-100	sociable	.50	S-10 I-40
friendly	.30	S-80 I-70			
scholarly	.30	S-100 I-70			
ambitious	.20	S-60 I-80			
sensitive to the needs of students	.20	S-100 I-100			
well informed	.10	S-100 I-100			

Comparison: Self-images of regular female staff with ratings of regular female staff by first-year, female interns

Group ratings of items compared:

S	I	Item
2	2	ambitious
2	2	resourceful
3	2	sociable
3	2	liked by students
2	2	well informed
4	3	permissive
1	1	interested in teaching
2	3	progressive
2	1	sensitive to the needs of students

S signifies female staff

I signifies ratings of female staff by female interns

Number of participants:

S - 5
I - 9

Female staff view selves as more	Interval index	Importance Ratings (%)	Female interns view female staff as more	Interval index	Importance ratings (%)
interested in teaching	.58	S-100 I-100	sociable	.67	S-20 I-22
resourceful	.44	S-100 I-100	liked by students	.67	S-50 I-56
ambitious	.18	S-60 I-56	permissive	.29	S-40 I-45
well informed	.02	S-100 I-100	sensitive to the needs of students	.22	S-100 I-100

Comparison: Self-images of regular female staff with ratings of regular female staff by regular female staff

Group ratings of items compared:

S	O	Item
1	2	friendly
2	2	scholarly
2	2	ambitious
4	2	interested in research
2	3	open-minded
3	3	sociable
3	2	liked by students
2	1	well informed
4	3	permissive
1	1	interested in teaching
2	2	progressive
3	4	easy graders
2	2	sensitive to the needs of students

S signifies female staff

O signifies ratings of other female by female staff

Number of participants:

S - 5
O - 5

Female staff view selves as more	Interval index	Importance ratings (%)	Female staff view other female staff as more	Interval index	Importance ratings (%)
friendly	.60	S-80 O-80	interested in research	.60	S-100 O-80
open-minded	.60	S-100 O-100	liked by students	.60	S-50 O-60
sensitive to the needs of students	.60	S-100 O-100	ambitious	.40	S-60 O-80
interested in teaching	.40	S-100 O-100	well informed	.40	S-100 O-100
			permissive	.40	S-40 O-60
			scholarly	.20	S-100 O-80
			sociable	.20	S-20 O-40
			progressive	.20	S-80 O-80

No difference: easy graders

Comparison: Self-images of first-year, male interns with ratings of first-year, male interns by regular male staff

Group ratings of items compared:

I	S	Item
1	1	friendly
2	2	scholarly
1-2	1	competent
1	2	enthusiastic in class
1	2	open-minded
1	2	sociable
2	2	liked by students
2	2	well informed
1	2	interested in teaching
1-2	2-3	progressive
2	2	respected

I signifies male interns

S signifies ratings of male interns by male staff

Number of participants:

I - 12
S - 12

Male interns view selves as more	Interval index	Importance ratings (%)
enthusiastic in class	.50	S-92 I-92
open-minded	.50	S-100 I-100
interested in teaching	.33	S-100 I-92
sociable	.25	S-58 I-50
respected	.25	S-83 I-75
progressive	.16	S-75 I-67
well informed	.08	S-100 I-83

Male staff view male interns as more	Interval index	Importance ratings (%)
scholarly	.25	S-100 I-58
competent	.20	S-100 I-92
liked by students	.08	S-92 I-50

No difference: friendly

Comparison: Self-images of first-year, male interns with ratings of first-year, male interns by regular female staff

Group ratings of items compared:

I	S	Item
1	2	friendly
2	2	scholarly
1	3	open-minded
2	1	resourceful
1	3	sociable
2	2	liked by students
2	2	well informed
1	2	interested in teaching
1-2	2	progressive
2	3	respected

I signifies male interns

S signifies ratings of male interns by female staff

Number of participants:

I - 12
S - 4

Male interns view selves as more	Interval index	Importance ratings (%)	Female staff view male interns as more	Interval index	Importance ratings (%)
open-minded	1.08	S-100 I-100	scholarly	.58	S-100 I-58
friendly	.75	S-75 I-100	resourceful	.33	S-100 I-83
sociable	.75	S-25 I-50	well informed	.17	S-100 I-83
respected	.67	S-75 I-75			
liked by students	.42	S-50 I-50			
interested in teaching	.33	S-100 I-92			
progressive	.33	S-75 I-67			

Comparison: Self-images of first-year, male interns with ratings of male interns by first-year, female interns

Group ratings of items compared:

M	F	Item
1	1	friendly
2	2-3	scholarly
1-2	2	competent
1	1-2	enthusiastic in class
2	2	resourceful
1	2	sociable
2	2	liked by students
2	1	well informed
1	1	interested in teaching
1-2	2	progressive
2	1-2	respected
2	1-2	sensitive to the needs of students

M signifies male interns

F signifies ratings of male interns by female interns

Number of participants:

M - 12
F - 11

Male interns view selves as more	Interval index	Importance ratings (%)	Female interns view male interns as more	Interval index	Importance ratings (%)
resourceful	.52	M-83 F-90	scholarly	.33	M-58 F-80
competent	.30	M-92 F-100	progressive	.22	M-67 F-80
sociable	.30	M-50 F-40	well informed	.17	M-83 F-100
enthusiastic in class	.08	M-92 F-90	interested in teaching	.12	M-92 F-90
friendly	.05	M-100 F-80	respected	.08	M-75 F-100
			sensitive to the needs of students	.08	M-100 F-100
			liked by students	.03	M-50 F-80

Comparison: Self-images of first-year, male interns with ratings of male interns by first-year, male interns

Group ratings of items compared:

I	O	Item
1	2	friendly
2	3	scholarly
1-2	2	competent
1	2	open-minded
2	2	resourceful
1	2	sociable
2	2	liked by students
2	2	well informed
1	2	interested in teaching
1-2	2	progressive
2	2	respected

I signifies male interns ratings of selves

O signifies male interns ratings of other male interns

Number of participants:

I - 12
O - 12

Male interns view selves as more	Interval index	Importance ratings (%)	Male interns view other male interns as more	Interval index	Importance ratings (%)
friendly	.92	I-100 O-75	well informed	.09	I-83 O-100
resourceful	.67	I-83 O-83	scholarly	.08	I-58 O-67
interested in teaching	.58	I-92 O-100			
open-minded	.50	I-100 O-92			
sociable	.50	I-50 O-50			
liked by students	.34	I-50 O-75			
respected	.34	I-75 O-83			
competent	.33	I-92 O-100			
progressive	.16	I-67 O-75			

Comparison: Self-images of first-year, female interns with ratings of first-year, female interns by regular male staff

Group ratings of items compared:

I signifies female interns

S signifies male staff

Number of participants:

I - 11
S - 11

I	S	Item
2	1	friendly
2	2	scholarly
2	2	enthusiastic in class
1	2	open-minded
2	2	resourceful
2	2	liked by students
2	2	well informed
1	2	interested in teaching
1	3	progressive
2	2	respected
2	2-3	interested in curriculum development

Female interns view selves as more	Interval index	Importance ratings (%)	Male staff view female interns as more	Interval index	Importance ratings (%)
open-minded	1.10	S-100 I-100	friendly	.45	S-82 I-64
interested in teaching	.99	S-100 I-91	liked by students	.18	S-64 I-73
progressive	.91	S-100 I-73	resourceful	.10	S-100 I-82
interested in curriculum development	.46	S-91 I-73	competent	.09	S-100 I-100
well informed	.37	S-100 I-100			
scholarly	.27	S-82 I-91			
enthusiastic in class	.18	S-100 I-91			

No difference: respected

Comparison: Self-images of first-year, female interns with ratings of first-year, female interns by regular female staff

Group ratings of items compared:

I	S	Item
2	1	friendly
2	2	scholarly
2-3	2	ambitious
2	2	competent
2	1	enthusiastic in class
1	2	open-minded
2	1	resourceful
2	2	liked by students
2	2	well informed
1	1	interested in teaching
1	2	progressive
2	2	respected
2	2	sensitive to the needs of students

I signifies female interns

S signifies ratings of female interns by female staff

Number of participants:

I - 11
S - 4

Female interns view selves as more	Interval index	Importance ratings (%)	Female staff view interns as more	Interval index	Importance ratings (%)
open-minded	.80	S-100 I-100	resourceful	1.30	S-100 I-92
progressive	.49	S-75 I-73	enthusiastic in class	.68	S-100 I-91
sensitive to the needs of students	.48	S-100 I-100	ambitious	.48	S-75 I-45
interested in teaching	.13	S-100 I-91	friendly	.43	S-75 I-64
scholarly	.05	S-100 I-91	liked by students	.20	S-50 I-73
			respected	.20	S-75 I-91
			competent	.18	S-75 I-45
			well informed	.18	S-100 I-100

Comparison: Self-images of first-year, female interns with ratings of female interns by first-year, male interns

Group ratings of items compared:

F	M	Item
2	1	friendly
2	2	scholarly
2-3	2	ambitious
2	2	competent
2	2	enthusiastic in class
1	2	open-minded
2	2	resourceful
2	1-2	liked by students
2	2	well informed
1	1	interested in teaching
1	2	progressive
2	2	respected
3	3	easy graders
2	1	sensitive to the needs of students

F signifies female interns

M signifies ratings of female interns by male interns

Number of participants:

F - 11
M - 12

Female interns view selves as more	Interval index	Importance ratings (%)
open-minded	.97	F-100 M-92
progressive	.51	F-73 M-67
interested in teaching	.38	F-91 M-92
well informed	.24	F-100 M-100
sensitive to the needs of students	.16	F-100 M-100
scholarly	.12	F-91 M-58

Male interns view female interns as more	Interval index	Importance ratings (%)
ambitious	.48	F-45 M-67
liked by students	.45	F-73 M-67
friendly	.43	F-64 M-75
resourceful	.38	F-82 M-83
respected	.28	F-91 M-75
easy graders	.19	F-36 M-33
competent	.07	F-100 M-100
enthusiastic in class	.01	F-91 M-83

Comparison: Self-images of first-year, female interns with ratings of female interns by first-year, female interns

Group ratings of items compared:

I	O	Item
2	2	friendly
2	3	scholarly
2-3	2	ambitious
2	2	competent
2	2	enthusiastic in class
1	1	open-minded
2	2	resourceful
2	2	liked by students
2	2	well informed
1	1	interested in teaching
2	2	respected
3	2	easy graders
2	1	sensitive to the needs of students

I signifies first-year, female interns

O signifies ratings of female interns by first-year, female interns

Number of participants:

I - 11
O - 9

Female interns view selves as more	Interval index	Importance ratings (%)	Female interns view other female interns as more	Interval index	Importance ratings (%)
interested in teaching	.41	I-91 O-89	resourceful	.88	I-82 O-89
scholarly	.34	I-64 O-89	easy graders	.47	I-64 O-33
open-minded	.33	I-100 O-100	ambitious	.17	I-45 O-56
competent	.26	I-100 O-100	friendly	.07	I-64 O-89
enthusiastic in class	.04	I-91 O-89	sensitive to the needs of students	.03	I-100 O-100
well informed	.04	I-100 O-100	liked by students	.01	I-73 O-67
			respected	.01	I-91 O-100